

Indiana Standards for Career & Technical Education Teachers

Standard #4: Knowledge of Subject Matter.

The Career and Technical (vocational) teacher selects from a variety of instructional strategies in performance-based learning of subject matter, critical thinking, and problem solving. See Appendix B for Family and Consumer Sciences modifications.

Appendix B: Modifications to Standard #4 for Teachers of Family and Consumer Sciences

The Family and Consumer Sciences teacher uses a variety of instructional strategies that engage students in active learning and promote students= development of critical thinking, problem solving, and performance capabilities.

- 1.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT IS grounded in: research-based family and consumer sciences subject matter; findings of educational research; established academic standards for family and consumer sciences content and process areas; and needs of students, the local community, careers, and workplaces.
- 2.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT reflects a unique focus on families, work, and their interrelationships.
- 3.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT enables students to examine interrelated career, workplace, societal, and personal factors in order to develop holistic career, educational, and lifestyle goals.
- 4.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT incorporates family and consumer sciences content that supports the developmental characteristics (early adolescents, late adolescents and young adults) of students with a diverse range of needs and capabilities.
- 5.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT integrates content from multiple family and consumer sciences areas of study to enhance individual and family well-being (for example, integrating content from nutrition and wellness, housing, and resource management into the study of child development).
- 6.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT enables students to accomplish the work of the family, which involves resolution of everyday situations such as maintaining adequate nutrition; meeting basic needs such as food, clothing, shelter and transportation; providing a positive physical and emotional environment for family members; and balancing the requirements of employment and family life.
- 7.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT promotes career awareness, exploration, and preparation across all areas of family and consumer sciences.

- 8.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT enhances visibility of the program and students' achievements in order to recruit and retain students, increase available resources, and develop awareness and support of audiences inside and outside the school.
- 9.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT reflects sound management of human and material resources including time, skills, equipment, materials, and finances.
- 10.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT integrates programs and projects of the Family, Career and Community Leaders of America (FCCLA) student organization in order to foster students' academic growth, leadership development, application of curriculum knowledge and skills, community service, and career development.
- 11.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT provides opportunities for students to probe multiple viewpoints about real-life family, community, and workplace issues that often are controversial. Such learning experiences:
- 11.1. Develop students' capabilities to select and use reliable, research-based sources of information; consider diverse societal and personal values and perspectives; examine possible goals; assess available resources; analyze short and long-term consequences of possible actions; select and take action; and evaluate outcomes
 - 11.2. Incorporate teacher and student questions that support, guide, and probe thinking and reasoning
 - 11.3. Are facilitated by a supportive teaching/learning environment that fosters positive critique and respectful interactions among participants
- 12.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT features authentic, student-centered learning experiences related to family, workplace, and community issues. Such learning experiences:
- 12.1. Are relevant to students' current and future lives
 - 12.2. Address established academic standards for family and consumer sciences
 - 12.3. Integrate purposeful use of the family and consumer sciences process areas (thinking, communication, leadership, and management)
 - 12.4. Promote application of math, science, and language arts in real-life contexts
 - 12.5. Incorporate and connect learning activities in the classroom, the workplace, the local community, and the global community.
 - 12.6. Provide students with opportunities to make choices, take action, and experience consequences
 - 12.7. Include a large and creative repertoire of instructional strategies and methods in which students:
 - 12.7.1. Examine family, community, and workplace issues through analogies, case studies, classroom meetings, debates, drama, family history, FCCLA activities, laboratories, literature, role-playing, workplace learning, and other teaching/learning strategies that promote active student involvement
 - 12.7.2. Create products to meet human needs (e.g. food, clothing, shelter, nurturing)

- 12.7.3. Conduct inquiry and make recommendations for action
- 12.7.4. Take action in families, communities, and workplaces (i.e., service learning; career preparation; advocating for public policies and legislation that support individuals, families, and communities)

13.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT utilizes food-preparation laboratories, for which the teacher is responsible to:

- 13.1. Determine food preparation tasks and products that: address established student-learning standards, utilize skills the students have or can acquire as part of the laboratory experience, and can be accomplished within the time and resource limitations of the school setting, including standard classroom settings
- 13.2. Secure and maintain inventories of small and large equipment, perishable food items, and other supplies (e.g., linens, cleaning products, paper products, service items)
- 13.3. Maintain the overall laboratory environment (e.g. storage areas, equipment, eating areas, general-use areas such as supply counters, individual units/kitchens, furniture)
- 13.4. Provide large and small group instruction in specific food preparation and handling techniques (i.e. demonstrations, guided practice) and use of equipment, including food products and equipment that utilize emerging technologies.
- 13.5. Ensure student safety when working in close proximity to others while using knives, cooking appliances, motorized equipment, etc.
- 13.6. Ensure that students use safe and sanitary practices in handling and preparing food and in maintaining the food preparation environment
- 13.7. Structure, supervise, and evaluate collaborative work among students
- 13.8. Guide students in conducting follow-up evaluations and developing generalizations based on the laboratory experiences

14.0 THE COMPETENT FAMILY AND CONSUMER SCIENCES TEACHER PLANS AND IMPLEMENTS INSTRUCTION THAT includes laboratory experiences in which students work with a variety of materials, ideas, people, and/or processes. Such learning experiences:

- 14.1. Address academic standards in a full range of family and consumer sciences content such as food science, child development, housing and interiors, textiles and apparel, and other areas
- 14.2. Focus on production, experimentation, and/or observation as appropriate to identified family and consumer sciences academic standards
- 14.3. Include specific student and teacher responsibilities to plan, implement, and evaluate laboratory activities and to generalize principles for future use
- 14.4. Make effective use of available resources (e.g., student, teacher, facility, workplace, community), including standard classroom settings

Developed by the Indiana Family and Consumer Sciences Teacher Education Council in spring and summer, 2002, from a compendium of Family and Consumer Sciences Teacher Standards from other states, and cross-walked to the *National Standards for Family and Consumer Sciences Education*, V-Techs, 1998.